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ABSTRACT

The Community-Based Services Work Adjustment Program provides vocational assessment, work adjustment training, social adjustment training, extended sheltered employment, transitional/supported employment, and competitive job training and placement through on-the-job training at natural community work sites. The program serves mentally retarded, emotionally disturbed, deaf-blind, and learning-disabled individuals, aged 14 or older. The program's goal is to facilitate the establishment of independent vocational skills, through individual and group training and work-related counseling. Student workers are expected to become competent in the skills of: work orientation, punctuality/attendance, attention to task, safety on the job, co-worker interaction, supervisor interaction, quality and speed of production, and independent transportation. Specific objectives for each area of skill development are outlined, along with appropriate training activities. Training activities utilize such techniques as individual instruction in performing work tasks and in self-monitoring, work critiques, various levels of training assistance, and individual/group instruction and counseling in work-related behaviors. Admission and discharge criteria for students are described. A copy of the Student Worker Assessment Checklist is included. (JDD)

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ESC-20 Community-Based Services Work Adjustment Program:

Community-Based Work Training Curriculum

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COMMUNITY-BASED WORK TRAINING CURRICULUM

Description of Community-Based Work Activities:

The program provides vocational assessment, work adjustment and personal social adjustment training, extended sheltered employment, transitional/supported employment; and competitive job training and placement through on-the-job training at natural community work sites. The Texas Rehabilitation Commission, The Commission for the Blind and local school districts are the primary referral sources.

Students perform a variety of work tasks for local area businesses. Job locations vary from Kelly AFB, to the VA Hospital, the San Antonio Zoo, etc. New job sites are constantly being sought to meet individual student placement needs. The average workweek is 36 hours. Transportation is provided to students by van when city buses are not running or when the student cannot be bus trained.

Admission Criteria for Community-Based Evaluation and Work Training Program (entry point):

1. Age 14 or older (those under age 22 must be sponsored by school district).

2. Completed LEA Comprehensive Diagnosis and Evaluation with certification of eligibility as mental retardation, emotionally disturbed, Deaf-Blind, learning disabled or any combination thereof.

3. Development of an IEP with measurable short-trm objectives.

4. Travel arrangements that permit timely and regular attendance (bus training will be provided where appropriate).

5. The ability to tolerate 6 1/2 hours of structured on-the-job work training 5 days a week.

6. Basic receptive language skills (for example, is able to follow simple, one step verbal instructions.

7. Ability to learn unfamiliar task (one to three step) through modeling (with minimal hands-on training).

8. Basic self-help skills (i.e., does not require significant staff intervention during programming day).

9. Self-medicating (or, if not, medication regimen is adjusted so no medication is needed between 8:15 a.m. and 3:45 p.m.).

10. General behavior is such that the student neither endangers nor poses a potential threat to himself, others or the environment (work space).

Discharge Criteria:

1. Student moves outside Bexar County.

2. Death.

3. Student/ARD Committee requests termination from services.

4. Result of a natural progression as outlined in the individual educational plan (e.g., successful competitive employment for 9 months).

5. Vocational assessment and interdisciplinary LEA ARD/IEP team recommendation for more appropriate alternative program (day activity, recreation).

6. Student's continuation in the program would be to his/her detriment and/or removal would be in the best interest of other program students.

Typical Length of Stay:

1. Evaluation and Training: 6 months

2. Supported Work Program: Approximately 50% of client work force demonstrate need for extended supported work experience (indefinite placment) with on-going work trainer support. The remaining 50% have higher assessed potential to move into competitive employment after as little as 6 months and as long as to 1 or 2 years of training, depending upon the individual needs of the particular student.

Reviews, Licenses, Certification (List):

Department of Labor - Unpaid classroom in the community work experience.

Texas Rehabilitation Commission - Level I (Vocational Evaluation, Work Adjustment, and Personal/Social Adjustment Training)

Texas Department of Human Services - Certified Child Placement Agency

Texas Education Agency - Approved non-public school services

ESC-20 Community-Based Services Work Adjustment Program

GOALS

Work Adjustment Training is a structured work intensive program designed for disabled students to facilitate the establishment of independent vocational skills, through individual and group training and work-related counseling. The primary philosophy of the Work Adjustment Training Program is that vocational growth experiences will increase client worker independence and assist students in preparing for and maintaining employment that is appropriate to the capabilities of the individual (sheltered, supported, competitive, etc.). Training in the work related objectives listed in the following program are incorporated into daily work training at competitive job sites.

Individualized training objectives are developed at each student's ARD meeting and reviewed at the end of the 30 day evaluation period (during which the student's special needs are identified) or thereafter on an annual basis. Levels of progress are assessed regularly through the use of checklists and IEP reviews.

OBJECTIVES

Student workers are expected to become competent in the skills or aware of the concepts of:

1. Work orientation
2. Punctuality/attendance
3. Attention to task
4. Safety on the job
5. Co-worker interaction
6. Supervisor interaction
7. Quality and speed of production.
8. Independent transportation, wherever possible.

The objectives that follow provide more detailed information regarding the above listed general training topics. Work Adjustment Training is provided utilizing activities such as the following:

1. Individual instruction in performing work tasks (unpaid work samples, work simulation, and competitive unpaid work experience) and teaching trainee workers self-monitoring techniques (for quality and speed of production, etc.).

2. Work critique (group sessions led by work training specialists each day to review each trainee's work progress utilizing peer pressure, constructive feedback,

a modified token system including a job stipend, role playing, etc.).

3. Levels of training assistance: Physical assistance, modeling, verbal cues (most restrictive ------> least restrictive).

4. Individual and group instruction and counseling in work-related behaviors.

Other more specific activities are listed with each objective outlined below:

WORK ADJUSTMENT PROGRAM

A. Work Orientation (for entry level in training unit)

Student worker demonstrates ability to follow work activity types of routines such as:

a. General understanding of vocational terms (boss,worker, paycheck, etc.).

b. Understands difference between work and break periods.

c. Work attendance and punctuality rules.

d. Can care for own property and respects property of others during workday.

Activities:

1. Trainer provides work orientation through individual instruction as group presentation/discussion.

Objective CBS-WO-2

Student worker performs work-related tasks (unpaid work samples/simulation, unpaid work experience at rate and quality acceptable in sheltered employment, (e.g. MH/MR, Lighthouse for the Blind).

Activities:

1. Work adjustment training techniques from least restrictive to most restrictive as follows:
   a. verbal cue
   b. modeling
   c. physical assistance

2. Group work critique sessions conducted by trainers to discuss work adjustment progress twice daily utilizing peer pressure and feedback).

3. Trainer will teach self monitoring techniques to insure appropriate quality.

Objective CBS-WO-3

Student worker interacts appropriately with supervisor by not asking unnecessary questions/seeking excessive attention and by correcting work method/behavior as determined appropriate by the supervisor and will be documented in the student's narrative progress reports and through progress updates of the Functional Skills Screening Inventory (FSSI) as well as the Region 20 Student Worker Assessment Checklist (SWAC).

Activities:

1. Training staff will instruct trainees in what questions are appropriate during work periods, such as:
   a. Asks for help when he does not know how to do job.
   b. Tells trainer when he runs out of materials.
   c. Tells trainer when he finishes job.
   d. Tells trainer when he makes a mistake.

2. Trainer uses positive and negative reinforcement by ignoring/withdrawing attention or praising a job well done.

Objective CBS-WO-4

Student worker interacts appropriately with co-workers by not displaying disruptive behaviors which interfere with work and break routines.

Activities:

1. Trainer uses role playing and do their group instruction to instruct clients inappropriate work behaviors.

2. Trainee will be sent out of work group temporarily if disruptive behaviors occur.

Objective CBS-WO-5

Student worker will demonstrate an understanding of basic concepts (i.e., spatial relations, directionality, and color, shape, size and amount discrimination) by following sample directions on work samples and contract work.

Activities:

1. Explanation and demonstration in:
a. labeling objects as they are placed in relation to each other
b. discriminating objects of different size, shape, color and amount
c. pointing out direction(i.e., left,right, up, down).

2. Drills utilizing objects to convey concepts of direction, size, amount difference, shape and color discrimination, and spatial relations.

3. Use of work samples as practical application in demonstrating an understanding of the basic concepts.

B. PUNCTUALITY/ATTENDANCE

Objective CBS-A-1

Student worker will attend work regularly, or have an excused absence an average of 9 out of 10 working days.

Activities:

1. Reminders of need to comply with rules will be given by supervisor after unexcused absences are noted.

2. After 2 consecutive days of unexcused absences or other excessive accumulation of unexcused absences (significantly less than 90% attendance), a special meeting will be held with the student and appropriate staff to discuss a plan to improve attendance.

3. If there is no positive response, an ARD meeting will be requested with LEA staff and the student to outline consequences if attendance does not improve (determined on an individual basis).

Objective CBS-A-2

Student worker will report to work no later than 8:30 a.m. each working day.

Activities:

1. Student worker will miss morning break if he/she arrives after 8:40 a.m. without supervisory approval.

2. After 5 consecutive days of unexcused tardiness or other excessive tardiness record, a special meeting will be held with the student and appropriate staff to discuss a plan to improve punctuality.

3. If no positive response is noted, an ARD meeting will be requested to outline consequences if punctuality does not improve (determined on an individual basis).

Objective CBS-A-3

Student worker will return on time without prompting from morning, noon and afternoon breaks 100% of the time.

Activities:

1. Student worker loses following break if he/she returns late to the work station.

2. After 10 instances of tardiness in a single pay period, a special meeting will be held with the student and appropriate staff to discuss a plan to improve punctuality.

3. If no positive response is noted, a mini team will meet to outline consequences if punctuality does not improve (determined on an individual basis).

C. ATTENTION TO TASK

Objective CBS-AT-1

Student worker will work without disruptions or supervisory intervention for continuous work periods (8:30 am to break a.m.; a.m. break to lunch; lunch to p.m. break, and p.m. break to 3:30 p.m.).

Activities:

1. If student is observed doing any of the following:
   a. leaving work station without permission
   b. stopping work when left unsupervised
   c. complaining of being sick in order to avoid work
   d. making excessive trips to the bathroom
   e. talking excessively
   f. responding to outside distractions
   g. attending to inappropriate behavior of co-workers during work periods

   The student will be given one reminder. If the behavior occurs again the same day, then the student will:

   1). miss his/her break
   2). sit out for 10 minutes away from work group or
   3). follow other individualized plan.

2. Work supervisor will record daily all instances of noncompliance on production sheets.

D. SAFETY

Objective CBS-S-1

The student worker, as determined appropriate and documented by the work trainer supervisor on the FSSI and SWAC, will cooperate with the enforcement of the local work site Safety Rules.

Activities:

1. Work supervisor is to develop specific safety guidelines for each job station and ensure the student worker's understanding and adherence to to safety rules.

2. General meetings with student workers will be conducted by work trainers to present general work site safety rules.

E. CO-WORKER INTERACTION

Objective CBS-CWI-1

Student worker will work cooperatively in a group without disrupting others, with no more than 2 supervisory reminders per work day.

Activities:

1. If student worker is observed doing any of the following:
   a. talking excessively
   b. bossing, teasing, or bullying co-workers
   c. displaying rude and discourteous behavior; interrupting others
   d. expressing verbal aggression, i.e., yelling, cursing or arguing, threatening co-workers)
   e. engaging in deceitful behavior such as lying, stealing, or cheating
   f. losing temper

   He/she will:
   1). miss her/his following break
   2). sit out for 10 minutes away from work group
   3). will be asked to leave for the rest of the day, or
   4). follow other individualized plan.

Objective CBS-CWI-2

Student worker demonstrates impulse control by decreasing physical outbursts (fighting, hitting,etc.) by 50% over a 4 month period.

Activity:

1. If client worker is observed:
   a. fighting/hitting
   b. pinching
   c. kicking
   d. throwing objects

   he/she will be reprimanded according to the student's individual educational plan for discipline.

F. SUPERVISORY INTERACTION

Objective CBS-SI-1

Student worker will demonstrate understanding by: (performing task/restating verbal instructions accurately) in response to supervisory instruction, correction or feedback 4 out of 5 times.

Activities

1. Work supervisor will ask student to demonstrate understanding.

2. If necessary, supervisor will suggest appropriate employee responses.

3. If student worker is argumentative and refuses to comply with supervisor's request, student worker will:
   a. miss next break
   b. sit out 10 minutes away from work group, or
   c. follow other individualized plan.

Objective CBS-SI-2

Student worker interacts appropriately with supervisor by: (asking questions which are necessary to perform work or limiting number of supervisory contacts or questions) 4 out of 5 times without reminders.

Activities

1. If client worker does any of the following:
   a. seeks excessive praise
   b. excessive reporting of petty issues
   c. does not report when she/he makes a mistake
   d. does not notify supervisor when he/she finishes work
   e. does not notify supervisor when he/she runs out of materials
   f. does not notify supervisor when he/she can't continue working (i.e., feeling ill)

he/she will:
1). be given a reminder
2). sit out for 10 minutes away from work group, or
3). follow other individualized plan.

G. Quality

Objective CBS-Q-1

With or without prompting, student worker corrects own errors 100% of the time without having to be told how.

Activities:
1. Work supervisor will demonstrate to the student what to look for in the quality of the task or product.

2. Work supervisor will perform quality checks when work is produced and will inform student when corrections are needed.

H. PRODUCTION RATE

Objective CBS-PR-1

Student worker meets pre-set individual quota 4 out of 5 days, from _____ to _____.

Activities:
1. Work supervisor will determine individual daily quota and notify student workers of their production rate for the day.

2. Work supervisor will gradually increase both the expected quota and the time interval so that the expected rate of production increases to the level of the objective.

3. If student is assigned to a different workstation, the work trainer will assist in determining expected production quota following initial training period.

Region 20 CBS Program

Personal/Social Adjustment Program

Goal

In addition to the training of student workers in the area of work-related behaviors (i.e., work adjustment training), each individual's growth toward independence also requires a level of social competence. This ancillary training is provided by work training staff in the form of functional education in the Personal/Social Adjustment Program (PSA) in the training areas given below. Following the assessment of each trained worker, PSA training is provided in group sessions for those with similar needs or through personalized individual training. The primary philosophy of PSA is that personal and vocational growth experience will increase student independence and assist them in preparing for and maintaining employment which is appropriate to the capabilities of the individual (sheltered, competitive, etc.).

Levels of progress are assessed regularly through the use of checklists and IEP reviews prepared by the work training staff.

Training or staff consultation is available in the following areas on an individual or group rotation schedule (i.e., not all training is offered at the same time):

1. Personal identification and identification of special medical conditions.
2. Compensatory communication
3. Check endorsing
4. Recognition of environmental signs
5. Bus training
6. Phone usage
7. Functional coin usage
8. Calculator training
9. Leisure time/recreational planning
10. Personal appearance (hygiene training)
11. Realistic understanding of vocational potential/limitations
12. Sexual education
13. Appropriate social interaction skills
14. Job readiness training
    a. identify and relate job data
    b. job application process
    c. job interview process

PSA training is conducted in both individual and group counseling and/or on-site work training with emphasis on role playing and constructive feedback. Organized field trips and other non-traditional methods are used to provide a variety of training settings which hopefully increases trainee motivation and interest and also are occasionally of a more realistic nature (compared to simulated classroom training). Formalized staff monitoring of non-work periods (breaks and lunch periods) is useful in assessments of trainee assets and limitations as well as for providing immediate intervention when necessary.

Personal/Social Adjustment Program

A. Communication

Objective CBS-Com1
Student worker correctly relates personal data in appropriate instances for 3 trials at 100% accuracy.

Activities:
1. Group presentation and discussion on importance of I.D. information.
2. Secure wallet or suitable holder and ensure that it is carried daily.
3. Secure personal information and construct personal I.D. Card and advise of official I.D. Card from Texas Department of Public Safety.
4. Role play in use of information on I.D. Card.
5. Random meetings with student to check on whether I.D. is carried after scheduled training is completed.

Objective CBS-COM-2

Student worker carries or wears, on a daily basis, identification of a special medical condition as required.

Activities:
1. Secure identification medical-alert bracelet and/or necklace, easily recognized card, etc.) through family or other service provider assistance.
2. Initial discussion on importance of special identification.
3. Follow-up monitoring to insure consistent use of I.D.

Objective CBS-COM-3

Student worker is able to communicate basic work-related needs both receptively and expressively through compensatory method of communication (i.e., standard gestures, communication board, etc.) in order to function optimally in a work setting to the extent determined appropriate by the trainer(s).

Activities

1. Small group instruction on basic signs/gestures (i.e. thirsty, hungry, bathroom, and other basic needs).
2. Role playing/pantomime and utilizing face cards to express basic emotions.
3. Individual instruction use of communication boards, as needed.
4. Educate staff and clients on basic signs for use by all (bathroom, work, sick, finished, eat/drink) as needed.

Objective CBS-COM-4

Client worker writes/prints own name (full or part) correctly, or marks "X" without assistance 3 out of 3 trials to endorse paycheck or other document. (Prerequisite: Ability to trace or copy straight and curved lines and ability to hold writing utensil.)

Activities

1. Communicates importance of endorsing own paycheck and other documents.
2. Drill on recognition of name in print.
   a. Individual training sessions for tracing or copying letters of name.
   b. Practice in independent writing of name.
4. Copying
   a. Tracing or copying "X" mark.
   b. Independent writing of "X" mark.

B. Community Living Skills

Objective CBS-CLS1A (for non-independent travelers)

Student worker recognizes environmental signs which are essential in his/her working environment with 100% accuracy on 5 trials (i.e., ladies, men, no smoking, etc.). Prerequisite: Color and shape recognition.

Activities

1. Small group instruction on essential signs and drill on meaning of each symbol.
2. Role playing in mock environment for response to signs

Objective CBS-CLS-1B (for independent travelers)

Student worker recognizes environmental signs which are essential in his/her working environment and independent travel (i.e., pedestrian crossing, bus stop, red and green lights, railroad crossing, etc.) with 100% accuracy on 5 trials. (Prerequisite: Color and shape discrimination)

Activities

1. Small group instruction on essential signs and drill on meaning of each symbol.
2. Role playing in mock environment for response to signs.
3. Field trips to utilize natural environment for recognition of signs.

Objective CBS-CLS-2

Student worker travels independently by public transportation promptly to and from their place of work for 2 weeks without error. (Prerequisite: I.D skills; phone usage; number recognition; sign recognition; functional coin usage.)

Activities

1. Individual session to point out route and determine necessarily time of departure.
2. Individual instruction on Bus # and color, street names, recognition of landmarks.
3. Small group discussion on bus/pedestrian safety rules, obtaining Reduced Fare Card, and recognizing appropriate fare.
4. Trainer assistance with actual bus training to and from the place of work.

Objective CBS-CLS-3

Student worker can dial home (using adaptive equipment such as a TDD, where appropriate), workshop, or other emergency numbers from private or pay phone and reach desired party 5 out of 5 trials. (Prerequisite: Verbal skills; number recognition.)

Activities:

1. Presentation and discussion on leisure time activities, free for money.
2. Visits/field trips to other programs or review of brochures of various activities.
3. Discussion on how to make arrangements for participation.
4. Successfully engages in at least 2 chosen activities in a given month period.

G. Personal Care And Appearance
Objective CBS-PCA1 Level 1

Student worker will maintain personal hygiene by:

a. shaving daily when needed, as deemed appropriate by the work trainer.

b. keeping teeth clean
c. keeping hair combed and shampooed
d. keeping nails clean
e. using deodorant
f. caring for self during menstrual periods
g. daily change of clean clothes
h. daily bathing and face washing
i. clothing repair and proper fit

Activities:

1. Presentation of films and other discussion regarding hygiene techniques.
2. Self-monitoring checklist may be suggested to assess daily carry-over of prescribed techniques.
3. Individual discussion of techniques in different living environments, i.e., with or without assistance.
4. Discussion on necessity of proper hygiene for health and social reasons.
5. Both positive demonstration and noncompliance with stated hygiene objectives following training, will be noted on daily reports by direct service staff.
6. If noncompliance occurs, client may be asked to return home to correct problem and return to work (natural consequences).

Objective CBS-PCA-1 Level II

Student worker maintains proper grooming to meet work place standards as deemed appropriate by the work trainer(s):

a. wearing clothing appropriate for weather and occasion
b. age appropriate clothing
c. wardrobe maintenance.
d. maintains appropriate care of aid appliances such as aids, etc.

Activities:

1. structured discussion about appropriate clothing for various situations, using magazines or other visuals to demonstrate current styles.
2. Display various methods of clothing repair, sewing, patching, ironing, and how our clothes affect our appearance.
3. Discuss the image we project and how our appearance can affect the way we feel.
4. Discuss shopping and clothing selection as individual choice, group critique of clothes selection by others.
5. Females - discuss appropriate, moderate use of make up and/or removing unwanted hair.

D. Self Image

Objective CBS-SI1

Student worker has a realistic understanding of vocational potential and limitations and can state in own words feasible job possibilities as deemed appropriate by his/her work trainer(s).

Activities:

1. View slides on co-workers with various handicapping, conditions and structure discussion about limiting handicaps.
2. Utilize Vocational Interest Inventories appropriate for student population and discuss results compared to actual performances measured through work samples.
3. Review individual vocational evaluations and provide feedback on individual's strengths and needs.
4. Discuss rights under the Special Education and Related Rehabilitation Acts.

E. Interpersonal Skills/Relationship
Objective CBS-ISR1a Level 1

Student worker can identify major parts of male/female body and their function in human reproduction with 90 % accuracy.

Activities:

1. Identification and location of body parts with correct anatomical names.
2. Presentation regarding reproductive process including menstrual cycle, pregnancy, childbirth, etc.
3. Information provided regarding male and female methods of birth control.
4. Comparison and location of private vs. public places.

Objective CBS-ISR-1b Level II

Student worker has knowledge of types of sexual activity and can use information in adequate personal decision making as deemed appropriate by his/her significant others.

Activities

1. Presentation/discussion on agencies for assistance with birth control measures, and information.
2. Discuss alternative forms of sexual orientation and con sequences of displaying these publicly.
3. Presentation/discussion on V.D. and its consequences and causes.
4. Discussion of private vs. public places.

Objective CBS-ISR-2

Student worker demonstrates appropriate social interaction skills as deemed appropriate by the work trainer(s) by:

a. greeting others in an adult manner and at appropriate times.
b. listening to others (waiting until others finish conversation - no interruptions)
c. maintaining eye contact when talking to others
d. maintaining appropriate social distance when talking to others
e. friendly, courteous behavior during work periods (no bullying, teasing, etc.)
f. ignoring inappropriate behavior of others; handling disputes effectively
g. able to express feelings adequately (is not excessively timid)
h. respects other's property.

Activities:

1. Role play discussion of appropriate social manners, proper social distance, greeting, eye contact, non-abusive behavior, etc.
2. Role play/discussion of friendly ways of interacting with peers, i.e., without bullying or teasing, acting silly, etc.
3. Discuss consequences of deceitful behaviors.
4. Demonstration of positive ways to seek attention.
5. Discussion of how to ignore others behavior and the advantages for decreasing conflicts.
6. Individual consultation in formulating special plans for specific behaviors.

F. Job Readiness Training
Objective CBS-JR1

Student worker trainee is able to identify and relate job data (including work hours/phone number; common employee benefits; typically payroll deductions, etc.) in 3 trial situations.

Activities:

In on-the-job training situation, work trainers will instruct the trainee by utilizing techniques commensurate with trainee's level of academic ability (reading, math, etc.), the following basic job orientation information:

1. Name supervisor, work location, hours, work telephone number, etc.
2. Give a minimum of 4 examples of possible employee

benefits (i.e., vacation, sick leave, medical insurance, pay increases).
3. Give a minimum of 2 examples of paycheck deductions (i.e. social security, W4 income tax) and locate on 2 successive paychecks (where appropriate).
4. Describe major duties of a minimum of 4 jobs of interest to individual (may include supported work or competitive jobs).
5. Identify a minimum of 4 different resources available for locating jobs (i.e., friends, relative, TEC, TRC, TCB, etc.).

Objective CBS-JR-2

Student worker trainer can identify and correctly report typical information requested on job application forms in 2 out of 2 trials on separate days.

Activities:

In classroom training situation, work trainers will instruct the trainee by utilizing techniques commensurate with trainee's level of academic ability (reading, math, etc.), the following basic job orientation information:

1. Identify and obtain requested information for resume data card i.e., personal data, work experience, reference, etc.
2. Carry and present data card to trainee's prospective employer 2 out of 2 trials on separate days explaining academic limitations if applicable.
3. Verbally report information on data card (i.e., "I filled my name, address, work experience, etc.") in 2 out of 2 trials on separate days.

Objective CBS-JR-3

Student worker trainee is able to initiate and respond to simple job interview questions in an honest, straightforward and clear manner 90% of the time in at least 3 consecutive role play situations, using an interpreter wherever appropriate, or is enabled, through adaptive intervention, to apply for a job with minimal job interview techniques.

Activities:

In classroom training situation, work training will instruct the trainee by utilizing techniques commensurate with the trainee's level of receptive and expressive language skills, how to appropriately take part in a job interview as follows:

Activities (cont)

1. Give a minimum of 4 examples of possible questions asked by employers during an interview (i.e., work experience, why they want the job, etc.).

2. Give a minimum of 4 examples of questions the trainee worker may ask of the employer (i.e., hours, benefits, pay, over time, etc.).

3. Following group role playing practice, appropriately responds to questions and initiates questions and initiates questions in 3 role play situations.

4. Correctly explains individual assets and limitations as related to job performance.

(End of ESC-20 Personal/Social Adjustment Program Objectives/Activities)

Education Service Center, Region 20 Community-Based Services
Student Worker Assessment Checklist
(Work Adjustment and Personal/Social Adjustment)

Name:

D.O.B.:

Student I.D. #:_____ and/or

S.S.#_____

Staffing Date:

Completed by:

This checklist is designed to assess the individual's functioning in the area of vocational skills. Based on strengths and needs identified, training or monitoring objectives will be developed in order to assist the student through an ecological inventory, to prepare for and maintain employment commensurate with individual capabilities, e.g., sheltered, transitional/supported, competitive.

1. Student worker:

_____almost never misses work

_____consistently notifies work trainer

_____occasionally notifies work trainer

_____almost never notifies work trainer of absences

_____other attendance issues (excessive "excused" absences, call in absences after 9:00 a.m., etc.). Describe problem in "comment" section below.

Comment:_____

_____

2. Student worker arrives at work station 8:30 a.m.:

_____almost every work day

_____approximately three out of five work days

_____chronically tardy/hardly ever on time.

Comment:_____

_____

3. Student worker returns promptly, without being reminded, from breaks and lunch: 2

____nearly always

___approximately half the time

___hardly ever.

Comment:_____

_____

4. Mark the following statements which describe the student's attention to work task(s) assigned and note frequency (ex., daily, ___times daily, weekly, etc.):

	Frequency
___does not typically display work avoidance or other attention problems	
___ makes excessive restroom trips	_____
___Leaves work area without notifying supervisior	_____
___decreases productivity when there are outside distractions (i.e. noise, visitors, etc.)	_____
___somatic complaints to avoid work	_____
___daydreams/ loses interest easily	_____
___when unsupervised, decreases tasks	_____

5. Student worker:

___does not display serious problems in social interaction skills with/co-workers and/or staff during the work day as noted below:

__"talks" too close to others' faces
__hugs when greeting
__excessive touching
__is too familiar with strangers
__is excessively timid, withdrawn, or unable to express feelings which ultimately has a negative impact on overall job attitude
__interrupts others conversations
__avoids all social contacts except with one or two individuals

___avoids social contact of any kind with members of the opposite sex

____wants excessive praise and/or is jealous of attention given to others

____does not respect other's property.

Comment:_____

_____

6. Student worker disrupts others in the group (e.g., talking excessively, bossing, teasing or bullying others, being rude and discourteous, expressing verbal aggression, deceitful behavior, losing temper):

___hardly ever
___approximately once a week
___more than once a week

(underline problem behavior(s) observed and listed above in parentheses.)

Comment:_____

_____

7. Student worker resolves conflicts with co-workers by:

___ignoring inappropriate behavior of another
___appropriately seeking assistance from supervisor
___sometimes expressing verbal or physical aggression.

Comment:_____

_____

8. Student worker responds to supervisory authority as follows:

___relates equally well to all supervisors
___treats supervisors as friends, expects to be treated differently than other clients
___appears to recognize supervisor's authority, but does job his/her own way when supervisor is not present
___recognizes authority of all supervisors but appears to work best under permissive supervision
___refuses to accept all supervision except that coming from one individual or one type of supervisor (male, female, supportive)

___blatantly refuses to accept supervision, has "I can do as I please" attitude.

Comment:_____

_____

9. When the supervisor makes corrections, provides feedback, or makes other suggestions for improving performance, the student worker:

___responds appropriately and maintains productivity
___responds inappropriately as follows:

___argues
___blames others (co-worker, staff)
___blames conditions (tools, work setting)
___temper outburst
___other, describe:_____
_____
_____

Comment:_____

_____

10. Student worker seeks supervisory assistance as needed (e.g., when he makes a mistake, when he finishes work, when he/she is too tired/sick to work, or when he runs out of materials):

___nearly always
___nearly always but also seeks excessive praise
___nearly always but also reports petty issues
___approximately half the time
___hardly ever

Comment:_____

_____

11. Approve student worker's production rate during evaluation/review period (_____to_____):

Type of Contract/ Work Task	Length of Work Assignment	Approx Hours	% Non-handicapped Norm
_____	_____	_____	_____
_____	_____	_____	_____

Note: In preparing an objective for increased production rate, consider student's primary motivation to work, e.g., monetary or social approval. The above norm scores should reflect the vocational strengths and weaknesses of the individual. Therefore, both highest and lowest production rates should be recorded.

12. Student worker's production rate can best be described as follows:

___maintains steady pace for entire work day
___speed decreases at specific times (afternoon, end of week, etc.)
___work speed varies depending on preference of work assigned.

Comment:_____

_____

13. Student worker meets production standards by:

___inspecting own work before turning in to supervisor or going to the next person (if working in a group)
___completing assembly work as fast as possible and does not worry that he will have a large number of rejects to be repaired at end of day
___maintaining quality standards for first hour or two and then appears not to care what happens
___producing quality work only on tasks that he/she likes to perform
___maintaining quality only when he/she knows careful inspection is to be performed.

Comment:_____

_____

14. Student worker:

___realistically understands own limitations/capabilities and is willing to train to reach highest job potential
___is familiar with current job routine
___expresses interest in other job situations
___expresses no interest in other jobs
___expresses dislike/dissatisfaction with current job assignment in the following ways:
___uses work avoidance tactics
___requests transfer to another job assignment

Comment:_____

_____

15. Student worker learns new work tasks:

___quickly with verbal instructions only
___with modeling or demonstration by supervisor or co-worker
___with hands on training by supervisor for brief trial period
___with great difficulty even with hands on training provided

16. Student worker can identify self and relate personal information when asked:

___by stating name, phone number and address and/or displaying ID card with same information when requested or in appropriate instances ___can give no personal information (may carry ID card but does not present it when requested)
___carries no ID card nor suitable holder for one

Comment:_____

_____

17. Student worker communicates most effectively through means of:

___verbal expression
___sign language
___gestures
___communication board
___describe other problems noted (e.g., too talkative, inaudible speech, stuttering, frustration in inability to communicate, etc.)

Comment:_____

_____

18. Student worker can:

___print/write own name independently
___print part of own name independently
___copy own name
___mark "X" for check endorsement
___copy or trace lines (straight or curved)
___cannot make mark consistently
___cannot hold pencil
___recognizes name on paycheck, ID, time card or other printed item.

Sample mark or signature:_____

Comment:_____

_____

19. Student worker has a diagnosed special medical condition (e.g., seizure disorder, diabetes, etc.) and:

___is aware of this condition and carries or wears special identification daily
___is aware of this condition but carries or wears no special identification
___cannot describe condition and does not wear or carry special identification
___not applicable

Comment:_____

_____

20. Student worker recognizes and interprets signs and symbols as indicated below. (Star (*) all items the student does comprehend in the categories listed below:)

A. Basic concepts

1.__Up
2.__Down
3.__Right
4.__Left
5.__Through
6.__Between
7.__Bottom
8.__Top
9.__Most
10.__Half
11.__Same
12.__Smaller
13.__Inside
14.__Middle
15.__Front
15.__Order

__%Correct

B. Work concepts

1.__Exit
2.__Hot/cold
3.__Poison
4.__Danger
5.__On/Off
6.__Fire Extinguisher
7.__Ladies/Men
8.__Restrooms
9.__No Smoking
10.__First Aid
11.__In/Out

__%Correct

C. In the Community

1.__Telephone
2.__Warning
3.__Caution
4.__Do Not Enter
5.__Out of Order
6.__Entrance
7.__Keep Out
8.__Hospital
9.__Help Wanted
10.__Push/Pull

__%Correct

D. For Independent Travel

1.__Pedestrian Crossing
2.__Railroad
3.__Walk/Don't Walk
4.__VIA Bus
5.__Red/Green Light
6.__No Radios
7.__No Talking/Drinking
8.__Stop
9.__Color Discrimination
10.__Number Discrimination
11.__Yield

__%Correct

21. Student worker in using telephone skills can:

___dial home/work/emergency phone number and reaches desired party from pay or private phone
___dial home/work/emergency phone number and reaches desired party from private phone only
___dial only:
  ___home
  ___work
  ___emergency
___ask for help in using the telephone

Comment:_____

_____

22. Student worker money usage skills for routine purchase at work are best described as:

___makes the following purchases daily at:_____
_____

  ____ without assistance
  ____ with assistance (i.e.):_____
  _____

___recognizes coins but cannot consistently make combinations for routine purchases
___recognizes coins and/or their individual amount of worth
___cannot match coins to models
___has little or no opportunity for daily purchase.

Comment:_____

_____

23. Student worker handles his/her own paycheck in such manner that:

___he/she can correctly perform simple addition and subtraction when making special purchase over $2.00 or saving money for special purchase
___he/she can correctly compute correct change by use of a calculator
___cannot do simple addition and subtraction but has number recognition skills - no previous training on calculator usage
___cannot compute correct change despite previous training with a calculator
___cannot do simple addition and subtraction and has no number recognition skills
___or: does not have opportunity to handle his/her own paycheck

Comment:_____

_____

24. Student worker arrives at work by:

___driving own car or other independent arrangement (rides bike, walks, etc.)
___using bus for familiar and unfamiliar journeys only
___riding with parent/friend
___using ViaTrans/other agency provider
___has had previous training for independent travel. Describe:_____

Comment:_____

_____

25. During evenings, and weekends, student worker:

___initiates and participates in leisure time and recreational activities on a routine basis as needed
___will participate in special activities when directed/suggested by staff/family but cannot or does not initiate such activity
___engages in no leisure time or recreational activities other than at home (such as TV, radio, records, etc.).

Note barriers or limitations below.

Comment:_____

_____

26. Student worker maintains hygiene and grooming:

___at a level adequate for work and has not been noted to have hygiene problems by supervisors or co-workers
___in most areas except noted below
___has strong body odor
___nails untrimmed/dirty
___does not shave daily
___does not care for self independently during menstruation
___wears same clothing more than one day in a row
___hair is unkempt and/or in need of more frequent shampoo
___needs to improve bathing habits
___always dresses in clothing (e.g., no shorts, halter tops, revealing clothing, etc., at work)

___has other appearance and grooming needs such as improperly fitting clothes, soiled/stained clothing, wears torn/wrinkled clothing, etc.)

Comment:_____

_____

27. Student worker:

___does not display inappropriate sexual behavior during the work day
___has concerns/lack of knowledge about birth control, V.D., etc.
___has displayed some inappropriate sexual tendencies noted below:
  ___engages in inappropriate masturbation
  ___exposes body improperly
  ___is over flirtatious in appearance or actions
  ___has sexual relations in public places
  ___engages in inappropriate petting behavior
  ___is easily taken advantage of sexually

Comment:_____

_____

28. Student worker's level of sexual knowledge is best described by:

___ability to name or identify parts of male/female body and/or explain in own words where babies come from
___ability to answer basic questions about sexual activity but does not comprehend concepts of gestation, birth control, etc.
___does not comprehend relation between sexual activity and the birth process
___has no knowledge of differences in male/female bodies and shows little capability/interest in learning
___has limitations placed on opportunities to develop heterosexual relationships.

Comment:_____

_____

(End of survey)